DOCUMENT RESUME

ED 209 051 RC 013 015

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TITLE Indian Education: Guidelines for Evaluating Textbooks from an American Indian Perspective.
INSTITUTION Education Commission of the States, Denver, Colo. Education Programs Div.
SPONS AGENCY Department of Education, Washington, D.C.
REPORT NO ECS-R-143
PUB DATE Sep 81
NOTE 32p.
AVAILABLE FROM Publications Dept., Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295 ($5.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS American Indian Education; *American Indians; Cultural Images; Elementary Secondary Education; Ethnic Bias; Ethnic Stereotypes; Ethnocentrism; *Evaluation Criteria; Multicultural Education; *Nondiscriminatory Education; *Reading Material Selection; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Standards

ABSTRACT

Since most textbooks and instructional materials are designed to appeal to the majority market, they often are written from an ethnocentric viewpoint. American Indian viewpoints are either stereotyped, distorted, or omitted. To assist educators and publishers in developing awareness of American Indian heritage and culture and contemporary issues facing American Indians, general guidelines and a rating scale have been compiled by the Ethnic Heritage Project Advisory Council, to be used when evaluating textbooks and instructional materials. The guidelines may be applied at all grade levels and concentrate on content, language, and illustrations. Content considerations include awareness of American Indians' perspective; contemporary as well as historical activities, contributions, and concerns; and avoidance of inferences that American Indians are "all the same" or that different lifestyles or customs are undesirable. Textbook language must: explain that the term "Indian" is a misnomer; not use derogatory terms; avoid generalizations; be consistent when comparing activities of American Indians with other groups; reflect contemporary roles and life situations. Illustrations should avoid negative stereotypes and caricatures, be historically and culturally accurate, and depict American Indians in the same range of modern socioeconomic settings and occupational roles as other groups of Americans. (NEC)

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INDIAN EDUCATION

Guidelines for Evaluating Textbooks From an American Indian Perspective

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The publication of this booklet was supported by a grant from the U.S. Department of Education, Ethnic Studies Program. The report content does not necessarily reflect the views or policies of the department.

INDIAN EDUCATION

Guidelines for Evaluating Textbooks From an American Indian Perspective

Report No. 143

by Lee Antell
National Education Improvement Center
Education Programs Division

Education Commission of the States
Denver, Colorado
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September 1981

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ACKNOWLEDGMENT

The Ethnic Heritage Project Advisory Council and staff wish to acknowledge the invaluable assistance of Dr. Merton McClusky, director, and Jo Ann St. Martin, resource librarian, of the Indian Education Program, School District No. 1, Great Falls, Montana, in the preparation of this work.

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Preface

America is a pluralistic society made up of many diverse races and ethnic groups. Each group has the desire to be fully recognized in our society and to be treated as a full and equal partner in American life. Unfortunately the history of our country illustrates that not all people have been or are being treated fairly.

A contributing factor to unequal treatment of minority groups in America is the way in which these groups are depicted in textbooks. Textbooks are a central force in the shaping of a child's mind and attitudes, and they need to be written as objectively as possible. While all minority groups face this problem, this document reflects upon only the images of American Indians in textbooks of this country.

Awareness of some of the existing stereotypes and generalizations as well as distortions and omissions is the first step in evaluating educational materials. To assist educators and publishers in developing awareness in the area of American Indian heritage and culture, and contemporary issues facing American Indians, some general guidelines have been compiled to be used in evaluating textbooks. These guidelines need not be limited to textbooks, but can be used for any kind of instructional materials used in classrooms.

The guidelines concentrate on three main areas: content, language and illustrations. They may be applied to materials used at all grade levels. In the lower grades, students should be taught that *all* people are important regardless of their sex, race, ethnic heritage, socioeconomic background or religion. This teaching would give students a basic foundation for dealing with more concrete information in upper grades. Teachers should also encourage students to be flexible and open-minded in their attitudes toward persons different from themselves.

Educators and publishers often have the difficult task of "undoing the damage." Many children start school with biases. Therefore, it is very important that textbooks do not ratify existing stereotypes or create new ones. Even though textbooks are only one means of transmitting information, they are one of the most important.

Their influence is a daily one for millions of students of all ethnic backgrounds.

The Ethnic Heritage Project Advisory Council deliberated at length in developing the selection criteria. The guidelines as presented herein reflect the cumulative efforts of council members and project staff. Thus, the guidelines are coming from the advisory council as a guiding influence to the ECS Ethnic Heritage Project. These guidelines are not intended to be all-inclusive. They are offered as a starting point, and hopefully, will lead educators and publishers to examine their current textbooks and to develop their own in-depth evaluation criteria.

In order to fully understand the guidelines, the following definitions are being included:

American Indian — Refers to descendants of the original peoples who inhabited this continent prior to their conquest by Europeans. The guidelines also use the terms Native Americans and Native People. Recommended usage is to refer to a particular people or nation by name (e.g., Chippewa, Blackfeet).

Distortion — Textbooks can twist the meaning of history by slanting their presentation of facts, resulting in a distorted view of history. Distortion can also occur by the omission of information that would alter the viewpoint being presented.

Elitism — Any attitude, action or institutional practice that subordinates people due to their social position, economic class or lifestyle. The belief held by people in power that they are superior to those without power. Snobbishness.

Ethnocentrism — People often feel their own group's values, culture and standards are superior to all others. They develop a perspective that judges other people's culture and customs as inferior to their own. Authors, historians and students can try to develop an understanding of other viewpoints, values and customs and recognize that all have legitimacy on their own terms.

Judging other cultures by the standards of one's own culture is ethnocentric.

Myth — A myth is an ill-founded belief that is perpetuated in the face of contrary facts. Textbooks frequently perpetuate myths which are not based in fact.

Omission — One way of distorting history and maintaining myths is to omit certain information and viewpoints that do not support the author's views. Such omissions distort a reader's understanding of events.

Perspective — All textbooks reflect consciously or unconsciously the interpretations of their authors. Authors usually present information from the experiences and viewpoints of certain groups and ignore the experiences and viewpoints of other groups. While no book can be totally "objective," it is especially important for history textbooks to view an event from the varying perspectives of the groups involved; otherwise students will achieve only a partial understanding of the event itself.

Prejudice — An attitude, opinion or feeling formed without adequate prior knowledge, thought or reason. Prejudice can be prejudgment for or against any person, group, sex or object.

Racism — Race prejudice plus the back-up of institutional power, used to the advantage of one race and the disadvantage of other races. The critical concept differentiating racism from prejudice is "the back-up of institutional power." Racism is any attitude, action or institutional practice — backed up by institutional power — which subordinates people because of their race.

Stereotype — An untruth or oversimplification about the traits and behaviors common to an entire people is a stereotype. The stereotype is applied to each member of the group, without regard to that person's individual character.

Authors, like other people, often believe stereotypes common within their own culture. Such stereotypes then distort what they report about particular groups of people.

Note: Definitions are adaptations from "Guidelines for Selecting Bias Free Textbooks and Story Books," Council on Inter-Racial Books for Children, New York.

School District Policies on Materials Selection

It is important for local school boards to create and adopt written policies for the selection of all textbooks and supplementary learning materials. Since the local board of education is ultimately responsible for the selection and purchase of all materials, it should adopt policies and procedures to govern such transactions. Board members can play an important and constructive role in the textbook selection process by carefully reviewing all textbooks prior to their purchase.

Board policies and procedures should contain a stated procedure for the acquisition of materials and a stated criteria for the selection process. The selection process should contain a mechanism for citizen review, in an organized and defined process, prior to the purchase of the materials. Individuals responsible for selection should receive training as well as guidelines to increase awareness. Any textbook selection committee should be diverse in terms of race, age, sex and occupation.

Since more materials today are being challenged as unfit or inappropriate, the board should devise procedures for a re-examination of materials in use. Today a growing number of court cases illustrate the need for a framework within which materials can be subjected to a thorough reconsideration. A written process for such occasions can ease the confrontations between critics and those defending a student's freedom of information.

It is suggested that the recommendations and suggestions in this publication, *Indian Education: Guidelines for Evaluating Textbooks From an American Indian Perspective*, be given careful consideration, especially by school districts that have a substantial population of American Indian students.

In the event a school district has no policy and wishes to establish one, they may wish to contact the American Library Association (ALA). Available from ALA is a document entitled, *Policies and*

Procedures for the Selection of Instructional Materials. The address is 50 E. Huron St., Chicago, IL 60611. This document enjoys widespread usage and can serve as a model for further policy development regarding procedures for materials selection.

Policy Implications

The Education Commission of the States (ECS) serves its constituency in a variety of capacities. One area is that of aiding state policymakers to make better education policy decisions.

ECS can suggest to states the desirability of a state board of education policy directing all local school districts to create a written policy on materials evaluation, selection and adoption.

Introduction

Since most textbooks and instruction materials are designed to appeal to the majority market, they often are written from an ethnocentric viewpoint. American Indians and other cultural groups' viewpoints are often either stereotyped, distorted or omitted. As a result, publishers transmit a single view of a culture that is composed of diverse groups who live in a heterogeneous society.

There is a very important concept to remember if one is engaged in the selection of textbook materials for classroom use:

> Everyone has the right to their opinion, a person has the right to be wrong. But a textbook has no right to be wrong, or to evade, distort, falsify history, or insult or malign a whole race of people. There is a difference between a book used for general readership and one accepted for classroom use. In the first case, the individual has a choice, and this choice must be protected. The student has no choice. He is compelled to study from an approved text, and in this case, we must insist on truth, accuracy and objectivity.[1]

Educators must not chance using materials that will degrade a student's ethnic heritage, or use materials that are inaccurate, unfair, or would perpetuate negative generalizations. Materials that confuse or mislead young people should not be used. Such materials encourage prejudiced attitudes that contribute to biases and misunderstandings about different peoples. This potential to foster prejudice is inconsistent with a healthy learning environment.

The greatest distance between people is not geographical, it is cultural. Textbooks are one of the means of bridging the space between American Indians and other ethnic groups. Publishers and educators have an obligation to *all* students. Textbooks must be written and illustrated so that they accurately reflect the cultural diversity of this country, and they must also provide a positive model for the concepts and attitudes of *all* students. The lack of cross-cultural understanding often leads to misunderstandings that can turn into generalizations and result in stereotypes and produce unnecessary and destructive cultural friction.

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[1] Costo, Rupert, "Textbooks and the American Indian," American Indian Historical Society, San Francisco, California, 1970.

The textbook is a universal medium and it is the foundation of school instruction. It is the primary resource for teachers and students alike. Whether it is realized or not, the textbook is instrumental in molding the attitudes of young people. Ultimately, it can reflect and shape the beliefs of the nation itself.

Textbooks may reinforce negative stereotypes or they may even create new stereotypes where none previously existed. Because students do not usually have enough knowledge or information to know that stereotypes are negative or false, they are more likely to believe what is being presented in the textbook is accurate and true. Indeed, educators often do not question the content of textbooks. Educators convey what they have experienced or read and they usually do not receive culture awareness training in college. Most educators do not live in multicultural settings.

In addition, textbooks can do many things. They give students the feeling that education is intended for them — or that it is not. Education is relevant to the students' life experiences or it is not; it makes students feel they are part of the mainstream of American life, or it does not.

Textbooks should help the student understand people both through cultural differences and through cultural similarities. Students will be able to decide for themselves that there is not one truth, but many; that there is no one real experience, but many realities; that there is not just one history, but many different ways of looking at events and interpreting them.

Historically, many great leaders of our American Indian people have recognized the value of diversity. Chief White Calf, the last hereditary chief of the Blackfeet, personified this concept over 100 years ago. He stated:

> There was a missionary and I called him son and gave him a name and tried to give him this story (of creation), but he would not take it because he said, "This is not the way things were in the beginning." But I was not proud to have him as my son because he says there is only one path through the forest and he knows the right path, but I say there are many paths and how can you know the best path unless you have walked them all. He walked too long on one path and does not know there are other paths. And I am 101, and I know that sometimes many paths go to the same place.

I. Content Guidelines

Textbooks need to be examined, analyzed and evaluated to insure that they meet the highest standards in subject area content. This will help to insure that the American Indians are treated with fairness and objectivity.

Individuals of all ages and ethnic groups have a great deal to gain from the elimination of textbooks that malign, falsify or continue to perpetuate stereotypes or cultural and historical inaccuracies. Bias-free educational materials better represent reality, encourage a tolerance for individual differences, and provide students with the freedom to make up their own minds based on accurate information.

It is important in the selection of textbooks that the audience for whom the books are intended be given consideration. To insure a productive learning environment, textbooks must provide all students with information concerning the contributions of American Indians. They must reflect and help instill in American Indian students a positive self-image and pride in their heritage. They must help students, as members of a particular ethnic group, see themselves as worthwhile members of American society.

In examining and/or selecting textbooks that deal fairly with the American Indian, the following areas should be considered:

There should be evidence on the part of the textbook authors and publishers that they are aware of the American Indians' perspective.

When evaluating a textbook, check the list of consultants and contributors to see if any American Indians are included. Credit is usually given to consultants and contributors at the beginning of the book — on or near the title page or, in some cases, in the preface. The absence of an Indian consultant should be a signal that close scrutiny of the material is necessary.

There is no truly objective account of history or perhaps of any subject area. A book is always written from a point of view. Traditionally, this has been from a white, male point of

view. Textbook publishers should consult American Indians in various fields to find out what they would view as essential to be included in various areas of the textbooks and supplementary curriculum materials.

Textbooks should not give the impression that the history of the North American Continent began in 1492.

This is a common textbook generalization. The American Indians were not waiting to be "discovered" by Christopher Columbus. The American Indians were here thousands of years before the arrival of the Europeans, and should be portrayed as the original inhabitants of the continent. American Indians had a high order of civilization long before Columbus touched on these shores. In addition, there are many scholars who feel that some Indian civilizations had superior characteristics when compared to some of their European counterparts of the same time period.

Textbooks must include information about the contemporary activities, contributions and concerns of American Indians.

Too often, American Indians are presented from only an historical viewpoint. They disappear from the pages of the text about one-fourth of the way through the textbook. This treatment gives the student the impression that the American Indians lived only in the past. It reinforces the stereotype that the American Indians are a "vanishing breed."

By including up-to-date material in the textbook, the student will know that American Indians are still alive and contributing members of modern society. This information also gives American Indian students a feeling that the material is relevant and includes all ethnic groups, especially their own.

Information about the American Indian should be integrated throughout the entire textbook, not isolated or treated as an afterthought.

This is probably the area that needs to be examined with the greatest scrutiny. In the past, the typical textbook coverage of American Indians has been limited to:

- How the American Indians helped the Pilgrims, which usually coincides with the celebration of Thanksgiving.
- The role of American Indians in the mid-1800s to late 1800s as the settlers pushed westward. Descriptions of this

period usually focus on European exploits. The removal of the American Indians from their traditional homes and lands, and placement on reservations, may be discussed, if at all, as a secondary matter.

— American Indians then drop out of sight again and, if they resurface at all, it is in the late 1960s or early 1970s. Then they are usually lumped together with other minority groups and viewed as "problems." Emphasis is likely to be placed upon social conditions such as poverty, lack of education and unemployment.

To correct this omission and deficiency, textbooks must indicate what has happened and is happening to the American Indians. By ignoring their existence, the textbook avoids discussing an important part of the American experience. If American Indians are to be included in a balanced way in the textbook, they should be seen in a more positive and realistic light.

Textbook publishers must strive to include issues that are urgent to Indian people today.

Too often textbooks deal with superficial and simplistic topics such as types of housing, types of dress and native foods. When discussing American Indians, issues that are critical to the survival of Indians today must be written and included. Such topics should be (1) the impact of past federal policies on Indians today, (2) state-tribal conflict, (3) tribal sovereignty, (4) the present federal-tribal relationship, (5) self-determination policies, (6) U.S. treaty and trust responsibilities, (7) water, hunting and fishing rights, (8) natural resource exploitation, (9) the effect of the courts on tribes, and (10) the economic situation of Indian tribes and people.

Presentation of those issues will allow both Indians and non-Indians to understand and deal better with the problems that Indian people confront today.

Textbooks should not suggest that different lifestyles or customs are undesirable.

People are not all the same. Why treat them as one? Being different in no way carries the connotation of being either inferior or superior.

Textbooks tend to overemphasize the uniformity of people.

Thus, people feel pressure to conform to the "norm" rather than to be part of another group or culture. In spite of this pressure, the American Indian people have kept their history and culture alive. Even though they do not have written history books, they have passed down their heritage and history through oral and pictorial traditions.

Textbooks should avoid inferences that American Indians are "all the same."

American Indians should be shown in diverse settings. There are over 300 groups of people who are collectively referred to as "Indians" or "Native Americans," speaking numerous different languages. Too often, the Plains Indian culture may be used as the example of the "typical" American Indian group. This portrayal may tend to reinforce the "Hollywood" stereotype that all American Indians depended upon the buffalo, lived in tepees and wore feathers. Although it would not be possible to describe in detail every single group, textbooks can accurately tell about some groups and point out that a particular group represents one culture within a larger cultural group.

In a more contemporary vein, American Indians should be seen in urban and reservation settings. American Indians should be depicted in a variety of roles and occupations. This display of diversity should help students overcome the idea that all American Indians think and act alike.

Textbooks generally portray American Indian women in subservient roles, if at all.

Although historically this may have been a somewhat accurate portrayal, an explanation of why women were expected to perform in such roles should be offered and it should be recognized that a subservient role for women was not unique to Indian cultures by any means. Also, it should be brought out that many American Indian women had important roles in their societies, such as medicine women or council members, and that women were not treated identically by all groups. Many American Indian tribes had a matriarchal society where women were in leadership positions.

It should also be noted that contemporary American Indian

women are taking their places along with other women in leadership and professional roles.

Textbooks should include information about both historical and contemporary American Indian heroes and heroines.

Textbooks generally include information about Squanto and Sacajawea because these two "famous" American Indians helped the Europeans. However, there are many other people that American Indians consider important and some of these should be given coverage in textbooks. If American Indian sources are consulted in the preparation of the textbook, they can supply biographical input about historical and contemporary heroes and heroines. This would provide new information for students and, more important, it would provide role models for American Indian children.

Textbooks must critically examine what might be considered a controversial issue.

It is imperative that both sides of an "issue" be presented in textbooks. History, which in the past has been inaccurate or distorted, can be clarified and viewpoints can be changed. For example:

- When describing the westward expansion, the textbook should point out that the American Indians were fighting to preserve their lands and their way of life, rather than simply being viewed as dangerous obstacles to the settlement of the West. Typically we define those who defend their country and way of life as patriots. In addition, there should be mention of the heroes and heroines on both sides of a conflict.
- When discussing the placement of American Indians on reservations, explanation needs to be given as to why the system was not always successful. In many case, the government was attempting to change Indian people who were hunters into farmers — that is, to force them to adapt to a new lifestyle and to create a new economic base. By including an American Indian viewpoint, students should gain a better understanding of why the American Indians have been historically operating from a disadvantaged position.
- When contemporary issues are mentioned, the textbook needs to include the American Indian perspective rather than dwelling strictly on social conditions. The American Indians concern for treaty rights, sovereignty, and

self-determination should be recognized. The rationale behind the existence of treaties and the concept of sovereignty must be objectively and accurately presented so that it is informative and does not leave the reader with a prejudiced, inaccurate picture.

Textbooks often dismiss American Indian people as being "primitive" and their culture as being "simplistic."

Too often the emphasis of textbook content in describing American Indian cultures is placed upon artistic objects such as baskets, quillwork and masks. Also, tools and other artifacts are often highlighted. More emphasis should be placed upon the diverse social, political, economic and cultural organization of Indian cultures. When textbooks discuss the development of music, art, science, government, medicine or any other field, examples of American Indian achievements should be documented and recognized.

Textbooks often discuss what the American Indian "gave" to the American society in the form of "contributions."

It is true that the American Indian influence is very evident in American society. However, it would be much better to note that Europeans adopted, by necessity, much of the knowledge and technology of American Indians in order to survive in a foreign land. These contributions should not be viewed solely in terms of their usefulness to the white society. They should be included on their own merit as essential elements of the Indian civilization.

Also, the textbook should mention contemporary activities that illustrate that American Indians are still contributing today through both natural and human resources.

II. Language Guidelines

The content of textbooks may be distorted by the language used in it. The written text must be evaluated to be sure that it does not contain language that is misleading, negative or stereotyped when referring to American Indians.

Some textbooks may actually contain a relatively large amount of content that refers to American Indians. However, if the language of the text is not acceptable, it should be changed to enhance the content.

The following are some areas to consider when evaluating the language of textbooks:

1. Textbooks must explain that the term "Indian" is a misnomer. Each group of American Indians considers itself to be a separate nation. Whenever possible, the proper name of a particular group should be used, i.e., Chippewa, Navajo, Blackfeet, Sioux, as opposed to referring to all groups as one.

2. Textbooks must not use derogatory terms when referring to American Indians. If derogatory terms are used it should be pointed out that these terms are not socially nor educationally acceptable. The negative stereotype should not be accepted without comment, but rather it should be explained in terms of its prejudicial attitudes.

3. Textbooks should not use adjectives that are generalizations or are demeaning when describing American Indians. These adjectives immediately reinforce negative stereotypes and generally are not necessary. Adjectives such as lazy, unreliable, drunken, poverty-stricken, blood-thirsty, warlike, violent or unfriendly conjure up mental pictures that are less than complimentary.

4. Textbook language should avoid ungrounded generalizations. Statements that overgeneralize mislead readers into assuming that all American Indians live alike and look alike. Like every ethnic group, American Indians possess many different individual characteristics and life styles. Differences and diversities of the various groups should be stressed. Some generalizations to

avoid would be statements like: American Indians are good craftsmen and artists; American Indians live in poverty and are unemployed; American Indians receive payments from the government solely because they are Indian.

5. Textbook language should be used consistently when referring to American Indians and their activities as compared with other groups of people. Too often, when discussing a conflict, the textbooks refer to a U.S. cavalry victory as a "battle" whereas, if the American Indians were even relatively successful, the conflict is referred to as a "massacre."

6. Textbooks must not use "loaded," stereotyped or derogatory words when referring to American Indians. Words such as squaw, brave, papoose, happy hunting grounds, cigar-store or wooden Indian are considered derogatory by American Indians. Suitable substitutes can be found (woman, man, child, baby, etc.) and, if a suitable substitute cannot be used, then it should be questioned whether or not it is necessary to use the word at all.

7. Textbooks could use words such as engineer, tribal official, lawyer, teacher or scientist when discussing American Indian people. The representation of various occupations provides positive role models for American Indian children. It also points out that American Indians are active participants in contemporary life.

III. Illustration Guidelines

Illustrations in textbooks and other educational materials have a very important function in the learning process. Their visual impressions may be even more lasting than the written content of the textbook. This is especially true for young children who have not learned to read. As a matter of fact, many of them come to the school environment with negative stereotypes that have been gained through the visual images on television and in the movies. Illustrations and pictures convey ideas about the intention and implications of material included in textbooks.

Textbooks today, less than in the past, offend groups of people with direct statements or other overt messages. More often, social judgment is implied and it continues in subtle ways to strengthen stereotypes and projudices. American Indian children feel inferior when textbook pictures or illustrations fail to depict American Indian people. Even more serious is the fact that American Indians are often shown in a very negative light.

Textbook publishers and educators need to be sensitive about illustrations that tend to generalize about American Indians in terms of inaccurate characteristics based upon physical attributes, economic status or categorical roles in our society. Illustrations in textbooks should also present the contemporary images of American Indians. They should promote better understanding and give information to young people who want to learn more about these new American Indian images. Efforts must be continued to eliminate materials that either overtly or covertly promote ethnocentricity.

Illustrations in textbooks should meet the following evaluation criteria:

1. There is no need to use illustrations that reinforce the negative stereotypes most people already have of American Indians. Many textbook publishers cannot seem to resist including a picture of someone being scalped or killed by an American Indian.

2. Textbook illustrations of American Indians should be recognizable as depicting American Indians. The illustrations should

not simply color or shade over people having Caucasian features. American Indians have a variety of skin tones that range from dark to light. They should never be depicted as having "red" skin. If artists' drawings are not suitable, actual photographs can be used.

3. Textbook illustrations should portray American Indians in the same range of socioeconomic settings as other groups of Americans. American Indians should be shown living in homes that depict middle-America as well as more modest homes. If poor conditions are consistently portrayed, it can create a sense of fatalism in children's minds about the future for American Indian peoples.

4. Textbook illustrations should depict American Indians in a wide range of occupational roles. They should be included in scenes that show executive, professional and vocational occupations. This will provide positive role models for American Indian children. It should also help eliminate some of the stereotyped thinking that American Indian occupations are limited to the arts and crafts such as pottery making, blanket weaving, jewelry making and beading.

5. Textbook illustrations should show American Indians in modern clothing and with modern hairstyles whenever it is appropriate. Illustrations should not reinforce the stereotype that today's American Indians typically wear feathers and braids. If contemporary American Indians are shown in traditional dress, this should be explained so that students do not have the impression that American Indians dress like that everyday.

6. Textbook illustrations should avoid caricatures of American Indians that depict exaggerated views of physical features. American Indians should not be shown as "wooden" Indians, in "how" gestures, or as war-bonnetted chiefs with large hooked noses. These illustrations do not serve any useful purpose and tend to ridicule American Indians

7. Textbook illustrations should be historically and culturally accurate when depicting various groups of American Indians. They should not perpetuate stereotypes or constrict the students' knowledge or awareness of accurate lifestyles of American Indians. For instance, they should not show a Navajo living in a Blackfeet tepee, or a Sioux living in a longhouse of the Northeastern American Indians.

8. Textbook maps should be historically and geographically accurate. Spelling of American Indian groups should be correct and maps should be well researched to insure accuracy.

9. Statistical data used in textbook graphs, charts and tables should be figuratively and numerically accurate. The source of information for the data should be included.

IV. Other Areas

Textbooks include a number of components that should be examined and evaluated from the American Indian perspective. Some of these components include:

Copyright Date: The copyright date of the textbook should be checked to see how current the information is. The first date given on the copyright page is the important one since any other dates listed indicate revised editions. Revisions in a textbook often fail to encompass a changed viewpoint. If considering a revised textbook edition, it is imperative that it be compared with the earlier edition to determine what has been changed. Changing a few words does not usually reflect a new philosophy. Content and illustrations must also be revised.

Discussion Questions: Discussion questions should be checked to determine whether or not any of the questions relate to American Indians. Are the discussion questions legitimate ones? Do the students and teachers have enough information and background to answer the questions? Do the discussion questions require some independent thinking or are they merely a repetition of the textbook's content?

Suggested Activities: The section on suggested activities should be examined to determine whether or not any of the suggested activities relate to American Indians when it is an appropriate part of the content. Do the suggested activities encourage students to learn more about American Indians or to develop a more accurate understanding of American Indians?

For Further Reading: The "for further reading" or bibliography sections of textbooks should be examined to determine whether or not any of the resources are about American Indians. Are the materials current or outdated?

Index: The index of a textbook should be examined to determine whether or not the terms used in the index are consistent with those used in the content when referring to American Indians. Some indexes may be "padded" with entries, i.e., the references listed are merely a passing comment as

opposed to representing any substantial information about American Indians.

Teacher's Guide: The teacher's guide that accompanies most textbooks should be examined to determine whether or not any of the objectives and learner outcomes relate to American Indians. The teacher's guide should provide enough information and resources to assist the teacher in meeting the objectives.

V. Textbook Evaluation Guidelines

AMERICAN INDIANS

Title _____

Author(s) _____

Publisher _____ Copyright Date _____

Grade Level _____ Subject Area _____

TO WHAT DEGREE	*Circle one*				
Content	*Low*				*High*
1. Are American Indians identified in the list of consultants and/or contributors?	1	2	3	4	5
2. Does the textbook include information about American Indians prior to 1492?	1	2	3	4	5
3. Does the textbook avoid portraying American Indian people as being "primitive" or their culture as "simplistic?"	1	2	3	4	5
4. Does the textbook discuss American Indian contributions on their own merit?	1	2	3	4	5
5. Is information about the American Indian integrated throughout the entire textbook?	1	2	3	4	5
6. Does the textbook avoid suggesting that different lifestyles or customs are undesirable or reflect adverse value judgments on such differences?	1	2	3	4	5
7. Does the textbook avoid implying that American Indians are "all the same?"	1	2	3	4	5
8. Does the textbook avoid portraying American Indian women in subservient roles only?	1	2	3	4	5

TO WHAT DEGREE	Circle one				
Content cont.	*Low*				*High*
9. Does the textbook include information about historical American Indian heroes and heroines?	1	2	3	4	5
10. Does the textbook include information about contemporary American Indian leaders?	1	2	3	4	5
11. Does the textbook present both sides of controversial issues and events involving American Indians?	1	2	3	4	5
12. Does the textbook include information about contemporary activities, contributions and concerns of American Indians?	1	2	3	4	5
Language					
1 Does the textbook use the proper names of particular groups of American Indians?	1	2	3	4	5
2. Does the textbook avoid derogatory or loaded terms when referring to American Indians?	1	2	3	4	5
3. Does the textbook avoid using generalized or demeaning adjectives when describing American Indians?	1	2	3	4	5
4. Does the textbook language emphasize the diversity of American Indians?	1	2	3	4	5
5. Does the textbook avoid language that reinforces negative stereotypes of American Indians?	1	2	3	4	5
Illustrations					
1. Are the textbook illustrations easily recognizable as depicting American Indians?	1	2	3	4	5
2. Are American Indians shown in a wide range of socioeconomic settings?	1	2	3	4	5

TO WHAT DEGREE	Circle one				
Illustrations cont.	*Low*				*High*
3. Are American Indians shown in a wide variety of occupational roles?	1	2	3	4	5
4. Are American Indians shown in modern clothes and hairstyles when appropriate?	1	2	3	4	5
5. Are American Indians absent from caricatures or cartoons that tend to exaggerate or make fun of them?	1	2	3	4	5
6. Are the illustrations historically and culturally accurate and properly dated?	1	2	3	4	5
7. Are maps historically and geographically accurate?	1	2	3	4	5
8. Are the statistical data that refers to American Indians accurate and documented?	1	2	3	4	5
Other Areas					
1. Are American Indians included in discussion questions?	1	2	3	4	5
2. Are American Indians included in suggested activities?	1	2	3	4	5
3. Do the "for further reading" sections include current, up-to-date resources?	1	2	3	4	5
4. Does the index use terms consistent with those in the content when referring to American Indians?	1	2	3	4	5
5. Do the listings in the index refer to substantial information about American Indians in the content?	1	2	3	4	5
6. Does the teacher's guide contain objectives and learner outcomes that relate to American Indians?	1	2	3	4	5

Major strengths of textbook:

Major weaknesses of textbook:

General comments about textbook:

In my opinion, this textbook is:

___ Acceptable
___ Acceptable (if supplemented)
___ Unacceptable

Signature of evaluator _____

Position _____ **Date** _____

Suggested Resources

Antell, Lee and Will Antell. *American Indians: An Annotated Bibliography of Selected Library Resources.* Minneapolis, Minn.: ERIC Documents, ED 040 004.

Costo, Rupert, ed. *Textbooks and the American Indian.* San Francisco: Indian Historian Press, 1970.

Dunfee, Maxine, ed. *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography.* Washington, D.C.: Association for Supervision and Curriculum Development, 1974.

Garcia, Jesus. "The American Indian: No Longer a Forgotten American in U.S. History Texts Published in the 1970s." *Social Education:* vol. 44, no. 2 (February 1980), pp. 148-152, 164.

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. New York: MacMillan, 1975.

Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York: Council on Interracial Books for Children, 1980.

Otis, Morgan. "Textbooks and the People Known as American Indians," *The Indian Historian:* vol. 10, no. 4 (Fall 1977), pp. 40-46.

Robbins, Rebecca. *How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books From Schools.* Austin, Tex.: National Educational Laboratory Publishers, 1980.

Shaughnessy, Tim. "White Stereotypes of Indians," *Journal of American Indian Education:* vol. 17, no. 2 (January 1978), pp. 20-24.

Stereotypes, Distortions and Omissions in U.S. History Textbooks. New York: Racism and Sexism Resource Center for Educators, Council on Interracial Books for Children, 1977.

Swanson, Charles H. "The Treatment of the American Indian in High School History Texts," *The Indian Historian:* vol. 10, no. 2 (Spring 1977), pp. 28-37.

Unlearning "Indian" Stereotypes. New York: Council on Interracial Books for Children, 1977. (Teaching Unit for Elementary Teachers and Children's Librarians.)

U.S. Commission on Civil Rights. *Fair Textbooks: A Resource Guide.* Alexandria, Va.: Publications Warehouse (612 N. Payne St.), 1980.

NOTE:

For additional information regarding textbook evaluation from an Indian perspective or from the perspective of other minority groups, interested persons may wish to contact the Council on Inter-Racial Books for Children, Racism/Sexism Resource Center for Educators, 1841 Broadway, New York, NY 10023, and order their most recent catalog of resource materials.

Education Commission of the States

The Education Commission of the States is a nonprofit organization formed by interstate compact in 1966. Forty-eight states, American Samoa, Puerto Rico and the Virgin Islands are now members. Its goal is to further a working relationship among governors, state legislators and educators for the improvement of education. This report is an outcome of one of many commission undertakings at all levels of education. The commission offices are located at Suite 300, 1860 Lincoln Street, Denver, Colorado 80295.

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